

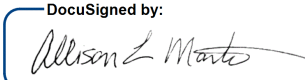
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Kennesaw State University
Academic Affairs

Approval Form for Department Promotion and Tenure Guidelines

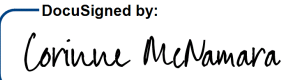
A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for Pre-Tenure, Review, Promotion and Tenure and Post-Tenure Review.

I confirm that the attached guidelines, dated **November 30, 2023** were approved by the faculty of the Department of **Psychological Science** in accordance with department bylaws:

Allison Martin  December 1, 2023
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Name (printed or typed) / DFC or P&T chair Signature/ Date

Department Chair Approval - I approve the attached guidelines:

Corinne McNamara  December 1, 2023
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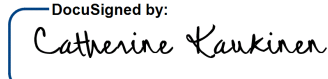
Name (printed or typed) Signature/ Date

College P&T Committee Approval - I approve the attached guidelines:

Anja Bernardy  December 1, 2023
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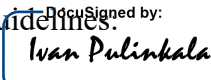
Name (printed or typed) Signature/ Date

College Dean Approval - I approve the attached guidelines:

Catherine Kaukinen  December 5, 2023
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Name (printed or typed) Signature/ Date

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala  January 4, 2024
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Name (printed or typed) Signature/ Date

RHM - 08 Sept 16

Promotion and Tenure Guidelines

Department of Psychological Science
Norman J. Radow College of Humanities and Social Sciences
Kennesaw State University

Approved November 30, 2023

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I. STANDARDS

A. Purpose

Faculty in the Department of Psychological Science work collectively to advance the missions of the Department, the Norman J. Radow College of Humanities and Social Sciences (RCHSS), and Kennesaw State University (KSU). To support this effort, the Department of Psychological Science's Promotion and Tenure Guidelines, hereafter referred to as "Department Guidelines," provide discipline-specific standards and procedures that faculty within the Department use when (a) planning their work, (b) conducting self-evaluations, and (c) evaluating the performance of departmental colleagues. Faculty and administrators outside of the Department of Psychological Science use the Department Guidelines when evaluating the performance of faculty in the Department and acknowledge the primacy of the Department Guidelines as the principal guide in such evaluations.

B. Authority and Relevance

Because the Department Guidelines are discipline-specific and are approved by the Dean and the Provost as consistent with RCHSS and KSU standards, the Department Guidelines are understood to be the primary basis for all evaluations of faculty performance, including promotion, tenure, and post-tenure review recommendations and decisions. Therefore, at all levels of review the rationale for these decisions will be stated in a letter to the candidate with specific and detailed reference to the Department Guidelines used to justify the recommendations and decisions that have been made. (KSU Faculty Handbook, Sections 2.2., 3.1., & 3.12.)

The Department Guidelines operationalize the promotion and tenure guidelines for KSU and RCHSS. As such, portions of the Department Guidelines provide a concise description of key terms, concepts, and procedures that are elaborated in these other guidelines. It is incumbent upon faculty undergoing reviews to be familiar with all review procedures and faculty performance expectations and requirements, including those in the promotion and tenure guidelines for RCHSS and KSU (i.e., RCHSS P&T Guidelines and KSU Faculty Handbook, Sections 2. & 3.).

All guidelines must adhere to University System of Georgia (USG) policy and KSU guidelines and policy. If any information contained in the RCHSS or Department Guidelines contradicts USG policy or the KSU Faculty Handbook, then USG policy and the KSU guidelines and policy will supersede the department (or college) guidelines.

C. Amendments

Amendments to the Department Guidelines shall be approved by a majority vote of the permanent, full-time faculty of the Department of Psychological Science in accordance with procedures specified in the department bylaws.

Any revisions made to the Department Guidelines must include the date of approval/adoption. Revisions to the Department Guidelines become effective 12 months following their adoption. However, individual faculty may choose to be reviewed under revised Department Guidelines immediately upon their adoption.

D. Academic Freedom

In alignment with KSU, the Department of Psychological Science endorses the positions of the American Association of University Professors regarding academic freedom and the academic responsibilities of faculty members. (Faculty Handbook, Section 2.1.)

II. DEFINITIONS

A. Categories of Faculty Performance

The three basic categories of faculty performance are teaching, scholarship and creative activity, and professional service. Faculty are also required to promote student success in at least one of these performance categories, and faculty must engage in professional development in at least one of these performance categories. (Faculty Handbook, Sections 3.2. & 3.3.)

1. Teaching

Teaching (T) refers to a diverse array of activities that facilitate student learning, including instruction, supervision, mentoring, and advising. Teaching may also include activities such as curriculum development/evaluation and community education. (Faculty Handbook, Section 3.3.A.)

2. Scholarship and Creative Activity

Scholarship and creative activity (SCA) refers to a diverse array of activities that advance knowledge, understanding, application, problem solving, aesthetics, and/or pedagogy. This includes both the varied activities involved in the pursuit of knowledge (e.g., literature review, research design, pursuit of funding, study construction, piloting, participant recruitment, data collection, data analysis) and the varied activities involved in its dissemination (e.g., preparing and disseminating scholarship products). (Faculty Handbook, Section 3.3.B.)

3. Professional Service

Professional service (PS) refers to a diverse array of activities that involve applying one's knowledge, skills, and/or professional expertise. This includes varied activities that benefit the Department, College, University, profession, and/or community. (Faculty Handbook, Section 3.3.C.)

4. Student Success

Student success refers to a diverse array of activities that promote the academic and professional development and achievement of KSU students. Student success is embedded within one or more of the three categories of faculty performance. (Faculty Handbook, Sections 3.2. & 3.3.)

5. Professional Development

Professional development refers to a diverse array of activities that promote continuous growth or development in one's knowledge or skills as a faculty member. Professional development is embedded within one or more of the three categories of faculty performance. (Faculty Handbook, Sections 3.2. & 3.3.)

B. Workload

Workload refers to how an individual faculty member distributes their professional efforts among the three categories of faculty performance, which includes teaching, SCA, and PS. A faculty member's workload, or workload model/emphasis, is captured in their Faculty Performance Agreement. (KSU Faculty Handbook, Sections 2.2. & 3.2.)

C. Promotion and Tenure

1. Promotion

Promotion refers to a progression in rank. These ranks exist because faculty possess different levels of experience, expertise, accomplishment, effectiveness, and productivity. When a faculty member's experience, accomplishments, and career development evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a strong case for promotion. (KSU Faculty Handbook, Section 3.5.B.)

2. Tenure

Tenure is an employment status that assures a tenured faculty member of continuous appointment, except under certain conditions. Tenure is granted to faculty whose achievements demonstrate the quality and significance expected of an associate professor and who demonstrate potential for long-term effectiveness. (KSU Faculty Handbook, Section 3.5.A.)

D. Elements of Faculty Performance

1. Scholarly

Scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, and revised and rethought. A key element of a scholarly approach is reflective self-evaluation that utilizes multiple forms of input. (KSU Faculty Handbook, Section 3.4.A.)

2. Scholarship

Scholarship refers to a tangible outcome of a scholarly process that is disseminated in appropriate public and professional venues in which it is open to critique and evaluation. (KSU Faculty Handbook, Section 3.4.A.)

3. Quality and Significance

Quality and significance are the primary criteria for evaluating faculty performance in all categories and includes such components as clarity and relevance of goals, mastery of existing knowledge, effectiveness of communication, significance of results, and consistently ethical behavior. The quality and significance of one's teaching, SCA, and PS are paramount. Aspects of quantity can be related to quality and significance. For example, the quality and significance of one's work can be impacted by and in part established through the quantity of activity and/or products. One key consideration in determining quality and significance is the extent and nature of a faculty member's contribution to any collaborative work or product. (KSU Faculty Handbook, Section 3.4.B.)

4. Expectations

Expectations refers to the work activities and outcomes that faculty are expected to perform in their roles. Because the Department Guidelines are discipline-specific and are approved by the Dean and the Provost as consistent with RCHSS and KSU standards, the Department Guidelines establish the core expectations for faculty performance. Annual reviews and post-tenure reviews involve an assessment of faculty performance relative to these core expectations using a five-point evaluation metric. (KSU Faculty Handbook, Sections 2.2., 2.4., 3.3., & 3.12.A.).

5. Unsatisfactory, Satisfactory, and Noteworthy

Unsatisfactory, satisfactory, and noteworthy are levels within the evaluation metric used during promotion and tenure reviews, which result in a positive or negative recommendation. This metric involves a holistic and summative evaluation of faculty performance over a multiyear period. For a positive recommendation in promotion and tenure reviews, faculty members need not demonstrate noteworthy achievements in all three categories of faculty performance but must be noteworthy in two and satisfactory in the third. All teaching faculty (i.e., those with faculty rank and status) are expected to demonstrate noteworthy achievements in teaching and one other category. (Faculty Handbook, Section 3.2.)

III. EXPECTATIONS

A. Workload Emphasis

1. Purpose

Identifying a workload emphasis facilitates planning for the faculty member and the Department. It also facilitates the review of faculty performance in both annual and multiyear reviews because it assists reviewers in using a faculty member's individual context and applicable expectations as the basis for evaluation. (Faculty Handbook, Section 2.2.)

2. Selection and Adjustment

As part of negotiating a faculty performance agreement (FPA), faculty in the Department, in conjunction with the Chair and upon approval of the Dean, identify a workload emphasis that best reflects the faculty's planned distribution of work across the three categories of faculty performance. This distribution is typically expressed as percentages in increments of 10, with the sum across the three categories totaling 100%. The negotiated workload emphasis should be consistent with the faculty member's skill set, work plans, and career trajectory, and help meet the needs of the Department while taking into consideration the mission and guidelines of the College and Department. During these negotiations, the Chair and the faculty member are explicitly cognizant of the necessity of work-life balance and respect boundaries and limits on faculty time. (Faculty Handbook, Section 2.2.)

As a baseline, tenure-track faculty in the Department have a workload emphasis of 60% teaching, 30% scholarship and creative activity (SCA), and 10% professional service (PS); lecturers and senior lecturers have a workload emphasis of 90% teaching and 10% PS; and other non-tenure track faculty have a workload emphasis addressed elsewhere in the Department Guidelines. These baselines reflect three important requirements. First, teaching is an important part of all faculty members' workloads, which is

consistent with the expectation that all faculty achieve a noteworthy rating in teaching for tenure and/or promotion reviews. Second, the normal workload emphasis in SCA is 30% for tenure-track and tenured faculty, and the minimum workload emphasis in SCA is 20% for a tenure-track or tenured faculty member expecting to be tenured and/or promoted. Third, all KSU faculty members are expected to devote at least 10% of their workload to PS. Outside of these three requirements, workload emphases can vary widely across faculty, and they can vary for individual faculty over time. Workload emphasis examples are provided in university guidelines, but those examples are not an exhaustive set. (Faculty Handbook, Sections 2.2. & 3.3.B.)

Because a workload emphasis is identified as part of long-term planning, workload emphasis may be adjusted through consultation between the faculty and Chair. Adjustments can be initiated by the faculty, when there has been a substantive shift in their plans and trajectory, or by the Chair, when necessary. If significant deviations in workload occur after the identification of a workload emphasis (e.g., appointment to an administrative position), FPAs should be revised accordingly.

3. Standardized Units

Despite variations in workload emphasis, some units of workload are standardized to promote planning and consistency. For teaching, a typical, three-credit course ordinarily represents 10% of faculty effort for the academic year, adhering to course enrollment policies established in the Department. For SCA, standardizing effort based on the workload percentage is challenging given the diverse nature of these activities, including how those activities change with various stages of a project. However, note that workload percentage in SCA does relate to scholarship expectations, as defined elsewhere in the Department Guidelines. Standardizing effort based on the workload percentage in PS is challenging given the diverse nature of these activities, but university guidelines provide an estimate that 10% workload is approximately 120 hours per year. (Faculty Handbook, Sections 2.2. & 3.3.C.)

B. Specific Expectations by Performance Category

The core expectations for teaching faculty in the Department are codified in this section. These expectations serve to guide faculty in planning their work and evaluators in conducting reviews of faculty performance. Workload emphasis, rank, and situational context have some bearing on expectations, but it is impractical in departmental guidelines to codify multiple sets of expectations for combinations of these variables. Instead, the departmental guidelines aim to clearly articulate core expectations and provide examples of ways in which those expectations can be exceeded.

1. Teaching

The core expectations for faculty in teaching are that they engage in the following activities:

- development of a philosophy of teaching and learning that establishes educational goals
- establishment of course materials and assessments aligned with course objectives and a philosophy of teaching
- demonstration of practices of availability and responsiveness toward students
- systematic assessment and incorporation of student feedback to maintain or improve teaching
- employment of iterative techniques in the process of developing, delivering, and refining courses
- incorporation of regular revisions in course materials reflecting the current research and theory from the literature
- demonstration of evidence of effective teaching (e.g., evidence of student learning and/or accomplishments, formal or informal feedback, placement of students in academic or professional positions, external reports of student performance)

If the core expectations for teaching are met, then faculty may exceed those expectations, or demonstrate noteworthy performance. This can be accomplished by engaging in teaching activities that are greater in number and/or greater in quality and significance. Such activities may include, but are not limited to:

- use and/or development of diverse and effective pedagogical strategies as evidenced by syllabi, lesson materials, teaching philosophy, peer observation, and/or student feedback
- use of a variety of materials and techniques designed to enhance student learning and engagement
- demonstration of commitment to continued improvement through reflection, participation in professional development courses or activities, attendance at conferences focused on teaching and learning, and/or solicitation of feedback from peers and students
- development of a new course and/or a course in a new format
- development of a teaching collaboration (e.g., interdisciplinary course)
- teach at another institution (e.g., a faculty exchange program)
- teach in a study abroad program
- leadership at a relevant faculty workshop focused on teaching
- presentation at a conference focused on teaching
- publication in a journal focused on teaching
- receipt of a grant focused on teaching
- engagement with students beyond the classroom (e.g., advising, supervision/mentoring of research or teaching, supervision/mentoring of a graduate thesis or dissertation, supervision/mentoring of honors work)
- involvement in a curriculum revision and/or curriculum assessment
- mentorship of faculty
- excellence in peer review of classroom teaching and/or course materials
- award/recognition of teaching

2. Scholarship and Creative Activity

The core expectations for tenure-track faculty in SCA are that they engage in the following activities:

- execution of scholarly research activity (e.g., literature review, research design, piloting, pursuit of funding, study construction, participant recruitment, data collection, data analysis)
- dissemination and/or preparation of scholarly products

If the core expectations for SCA are met, then faculty may exceed those expectations, or demonstrate noteworthy performance. This can be accomplished by engaging in SCA activities that are greater in number and/or greater in quality and significance. Such activities may include, but are not limited to:

- execution of a strategic/programmatic research agenda
- execution of research that is particularly challenging or difficult (e.g., unique populations, complicated methodology, multiple studies)
- grant activity (e.g., grant rating/feedback, amount of funding, competitiveness, significance)
- publication of scholarship products in a reputable outlet
- the impact of the scholarship (e.g., impact factors, use of work by others, citations, competitiveness of outlets, evaluation by other scholars, sales)
- substantial contributions or leadership (e.g., first author, mentoring junior coauthors, enhancing research resources/support for the department)
- recognition of scholarship (e.g., awards, invited contributions)

Although the quantity of scholarship products a faculty member produces is one indication of productivity in SCA, quantity alone fails to capture most key indicators of quality and significance (e.g., authorship/contribution, complexity/nature of the project, impact). It is important, however, to provide some guidance to faculty and evaluators regarding the core expectation to generate scholarship products.

The dissemination of scholarship through publication is expected during all multiyear review periods, but publication is not explicitly required during any single year. For a rating of noteworthy in SCA when seeking promotion to associate professor and/or tenure, the minimum number of authored or coauthored scholarship products required during the period under review is generally 1 per 10% of SCA workload (e.g., 3 for faculty with 30% SCA, 5 for faculty with 50% SCA). This minimum is a guide for faculty and evaluators and is not a threshold that must be met for a rating of noteworthy. For tenured faculty seeking promotion to professor, establishing corresponding minimums for scholarship products is not instructive given that this promotion is elective (i.e., the number of years as an associate professor varies) and there is even greater emphasis on the impact of one's work. A faculty member undergoing a promotion and/or tenure review must articulate how their work in SCA compares to the noted expectations and document its quality and significance. Although these minimums provide guidance, evaluators must carefully review all indicators of quality and significance for a faculty member's scholarship.

Examples of scholarship products that count toward minimums in evaluations of SCA include the following when accepted for publication in a reputable outlet or submitted to an appropriate funding agency/source:

- peer-reviewed journal article
- discipline-related book
- book chapter
- edited volume
- textbook or instructional manual
- grants/contracts

There are other examples of scholarship products that help establish the research trajectory of the faculty member and should be given consideration in this category. If a faculty member wants to contend that such a product should be viewed as the equivalent of the scholarship products listed above, it is important for them to clearly articulate its quality and significance. Such works include, but are not limited to:

- conference presentations
- conference proceedings
- articles in trade publications
- published commentary, newsletter article, or technical report
- manuscript under review
- instructional material published by reputable outlet
- professional licensure and/or certification
- other research and creative activities for which the candidate can make a strong case regarding their quality and significance

3. Professional Service

The core expectations for faculty in PS are that they engage in the following activities:

- consistent participation in activities that provide support for the functioning of the Department (e.g., participation in faculty meetings, responsiveness to departmental communications)
- active membership at the departmental, college, university, community, or professional level as part of a committee, task force, initiative, working group, etc.

If the core expectations for PS are met, then faculty may exceed those expectations, or demonstrate noteworthy performance. This can be accomplished by engaging in PS activities that are greater in number and/or greater in quality and significance. Such activities may include, but are not limited to:

- effective leadership within a state, regional, national, or international professional or academic organization

- coordination of or leadership within an academic program
- effective leadership on departmental, college, or university committee
- serving in an editorial and/or production role for a professional publication
- serving as a reviewer for a journal
- contributing to a state, regional, national, or international professional or academic organization
- coordinating a professional conference/meeting or program for such conference/meeting
- authoring/coauthoring a report for the Department, College, University, University System, a professional organization, or community organization
- evaluating a textbook or other instructional material
- serving as a reviewer for a conference
- serving in department, college, or university special initiatives
- serving as an advisor to a student organization
- engaging in professionally-relevant consulting or community service, which includes ancillary activity necessary to provide such services (e.g., maintenance of professional licensure)
- award/recognition for PS

C. General Expectations for Tenure-Track Faculty by Rank

Expectations for tenure-track faculty performance vary by rank, and these expectations are important when evaluating a promotion in rank. Although these expectations may further vary based on workload emphasis, it remains true that the ranks are broadly linked to career experience. Different stages of career development tend to coincide with different levels of expertise, accomplishment, effectiveness, and productivity. When a faculty member's experience, accomplishments, and career development evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a strong case for promotion. As a result, it is important to establish general expectations by rank that can guide faculty and evaluators. (Faculty Handbook, Sections 3.5.B. & 3.5.D.)

1. Assistant Professor

Assistant professors primarily focus on adapting to the expectations of the academy and of KSU and getting established in their scholarly work in all three categories of faculty performance. A typical pattern of effective and productive scholarly work for the assistant professor is one that begins modestly in the early years, perhaps with limited or local significance, and expands in depth, focus, significance, recognition, and productivity in later years.

a. Teaching

Assistant professors typically devote substantial time to teaching as they concentrate on adapting to the contexts and expectations of the Department, College, and University. They concentrate on developing and refining their pedagogical skills, assigned courses, and philosophy of teaching and learning. When doing so, assistant professors effectively utilize available training, peer consultation, student feedback, and current research on teaching and learning. As comfort and proficiency with teaching their assigned courses increases, assistant professors may begin to adopt a more expansive view of teaching that includes engaging others in learning, inside and outside the classroom, through such activities as individual and group instruction; student supervision, mentoring, and advising; teaching, supervision, and mentoring within the community; and curricular and/or pedagogical innovation.

b. Scholarship and Creative Activity

Assistant professors typically devote substantial time to SCA as they concentrate on adapting to the contexts and expectations of the Department, College, and University. They concentrate on establishing

their area(s) or line(s) of research in these contexts. This involves making strategic decisions about how they invest limited time, energy, and resources in ways that will ensure a programmatic and productive research agenda.

c. Professional Service

Assistant professors typically devote limited time to PS given the intensiveness of their teaching and SCA work. Although PS activities may not be substantial in the first few years in rank, assistant professors are expected to engage in service to the Department, and the quality and significance of that engagement are expected to increase over time.

2. Associate Professor

Associate professors make contributions to knowledge as a result of their scholarly work. High quality and significance are the essential criteria for evaluation. Compared to the assistant professor rank, the specialty areas, expertise, and professional identities of associate professors should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow in significance, leadership, and initiative, the faculty member establishes a strong record of accomplishments. Compared to the assistant professor rank, these accomplishments will have broader impact and recognition within and beyond the University.

a. Teaching

Associate professors increase the breadth and depth of their teaching activities. Knowledge of course subject matter and proficient use of effective teaching techniques increase substantially. Refinement of skills, courses, and a philosophy of teaching and learning continues. Further refinement of their developed courses or some expansion in their teaching repertoire is expected. As required by the needs of the Department or the interests of the faculty member, associate professors engage in teaching activities outside of teaching assigned courses, such as student supervision, mentoring, and advising; teaching, supervision, and mentoring within the community; and curricular and/or pedagogical innovation.

b. Scholarship and Creative Activity

Associate professors advance and refine their area(s) or line(s) of research as well as their expertise. This is typically exhibited by the research having clearer definition or greater specialization and the scholarly products of the research having greater quality and significance as compared to the assistant professor rank. Such advancement does not preclude associate professors from establishing a new area(s) or line(s) of research.

c. Professional Service

Associate professors' service roles and contributions increase compared to the assistant professor rank. This increase may be evident in the quantity and/or quality of activities. Associate professors' activities in PS demonstrate a clear record of accomplishments, leadership, and/or impact. Some of the service itself or its impact occurs outside the Department.

3. Professor

Professors are experienced members of the faculty who have become highly accomplished in their scholarly activities compared to the associate professor rank. Their careers have advanced to high levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in their

respective areas of emphasis. Professors make significant contributions to knowledge as a result of their scholarly work, whether demonstrated through the scholarly work of teaching, SCA, or PS. Professors have a documented record of distinguished accomplishments using the criteria for quality and significance of scholarly work. These accomplishments will merit state, regional, national, or international attention and recognition.

a. Teaching

Professors are well-established and effective teachers with a clear record of proficiency in teaching. Refinement of skills, courses, and philosophy of teaching and learning, as well as engagement in teaching activities outside of teaching assigned courses, continues. Expansion of their teaching repertoire is expected. As leaders and experts in teaching, professors are expected to mentor less experienced faculty where possible and appropriate.

b. Scholarship and Creative Activity

Professors continue to advance and refine their area(s) or line(s) of research as well as their expertise, dependent upon their workload emphasis. This is typically exhibited by the research having clearer definition or greater specialization and the scholarly products having greater quality and significance as compared to the associate professor rank. Such advancement does not preclude professors from establishing a new area(s) or line(s) of research.

c. Professional Service

Professors' service roles and contributions increase compared to the associate professor rank. This increase may be evident in the quantity and/or quality of activities. In addition to PS within the Department, professors' activities in PS demonstrate a clear record of accomplishments, leadership, and/or impact outside the Department.

D. General Expectations for Non-Tenure-Track Faculty by Type

Expectations for non-tenure-track faculty performance vary by rank, and these expectations are important when evaluating a promotion in rank. Although these expectations may further vary based on workload emphasis, it remains true that the ranks are broadly linked to career experience. Different stages of career development tend to coincide with different levels of expertise, accomplishment, effectiveness, and productivity. When a faculty member's experience, accomplishments, and career development evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a strong case for promotion. As a result, it is important to establish general expectations by rank that can guide faculty and evaluators. (Faculty Handbook, Sections 3.10. & 3.7.)

1. Lecturers

a. Lecturer

Because in most cases lecturers have a workload emphasis of 90% teaching and 10% PS, lecturers typically devote nearly all of their time to teaching as they concentrate on adapting to the contexts and expectations of the Department, College, and University. They concentrate on developing and refining their pedagogical skills, assigned courses, and philosophy of teaching and learning. When doing so, lecturers effectively utilize available training, peer consultation, student feedback, and teaching and learning research. As a result of this emphasis on teaching, lecturers typically prepare and deliver a wider variety of courses, in perhaps a wider variety of formats, than tenure-track faculty. As comfort and

proficiency with teaching their assigned courses increases, lecturers may begin to adopt a more expansive view of teaching that includes engaging others in learning, inside and outside the classroom, through such activities as individual and group instruction; student supervision, mentoring, and advising; teaching, supervision, and mentoring within the community; and curricular and/or pedagogical innovation. Unless otherwise set forth in the FPA, lecturers do not devote any portion of their workload to SCA or to the production of scholarship, but they are expected to devote 10% of their workload to PS. Typically these service activities are related to their teaching and are limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees). (Faculty Handbook, Section 3.10.A.)

b. Senior Lecturer

Senior lecturers are highly effective teachers with an established record of positive impact on student learning and/or outcomes. Refinement of skills, courses, and philosophy of teaching and learning, as well as engagement in teaching activities outside of teaching assigned courses, continues. Expansion of their teaching repertoire is expected. As effective teachers, senior lecturers are expected to mentor less experienced faculty where possible and appropriate. Unless otherwise set forth in the FPA, senior lecturers do not devote any portion of their workload to SCA or to the production of scholarship, but they are expected to devote 10% of their workload to PS. Typically these service activities are related to their teaching and are limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees). (Faculty Handbook, Section 3.10.A.)

c. Principal Lecturer

Principal lecturers are well established and highly effective teachers with a diverse teaching repertoire, demonstrated through their ability to teach a variety of courses and/or their ability to teach using a variety of approaches/practices. They have a clear record of proficiency and accomplishments in teaching, including positive impact on student learning and/or outcomes. This record also includes creating and/or adopting effective instructional practices and/or having instructional impact beyond traditional instructional settings, such as dissemination of teaching innovations or participation in special teaching activities. As effective teachers, principal lecturers are expected to mentor less experienced faculty where possible and appropriate. Unless otherwise set forth in the FPA, principal lecturers do not devote any portion of their workload to SCA or to the production of scholarship, but they are expected to devote 10% of their workload to PS. Typically these service activities are related to their teaching and are limited to the minimum necessary to successfully teach their assigned courses (e.g., attendance at relevant department meetings and participation on appropriate department committees). (Faculty Handbook, Section 3.10.A.)

2. Clinical Faculty

Clinical faculty are educators-practitioners who have a background in their disciplinary area who engage in making practical contributions in education, industry, clinical, lab, and/or professional settings. In the Department of Psychological Science, their responsibilities include, but are not limited to, student supervision (e.g., supervision of applied experiences), applied instruction (e.g., teaching a course on psychological assessment), or other applied activities that contribute to the Department or College (e.g., advising or grants and contracts). The goal of these non-tenure track positions is to enhance the academic and professional development of students in the mission of the institution, primarily in the performance categories of teaching and PS. Clinical faculty must maintain a balance that is different from the workload of tenure-track faculty. Unless otherwise set forth in the FPA, clinical faculty generally have workload

emphases focused on teaching and PS, and they spend less time engaged in SCA. (Faculty Handbook, Section 3.7.)

a. Clinical Assistant Professor

Clinical assistant professors primarily focus on adapting to the expectations of the academy and KSU and getting established in the clinical specialty area. A typical pattern of effective and productive on-campus and off-campus contributions in clinical, educational, industry, and/or professional settings in the disciplinary area is one that begins modestly in the early years, perhaps with a limited focus or local significance, and expands in depth, focus, significance, and recognition, and productivity in later years.

b. Clinical Associate Professor

Clinical associate professors make effective and productive on-campus and off-campus contributions in clinical, educational, industry, and/or professional settings in the disciplinary area. High quality and significance are the essential criteria for evaluation. Compared to the clinical assistant professor rank, the specialty areas, expertise, and professional identities of clinical associate professors should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow in significance, leadership, and initiative, the faculty member establishes a strong record of accomplishments. Compared to the clinical assistant professor rank, these accomplishments will have broader impact and recognition within and beyond the University.

c. Clinical Professor

Clinical professors are experienced members of the faculty who have become highly effective and productive in their on-campus and off-campus contributions in clinical, educational, industry, and/or professional settings in the disciplinary area. Their careers have advanced to high levels of effectiveness and productivity. Clinical professors have strong records of contribution to and leadership in their respective areas of emphasis. Clinical professors have a documented record of distinguished accomplishments using the criteria for quality and significance of their work. These accomplishments will have broad impact and recognition within and beyond the University.

3. Research Faculty

Research faculty engage in scholarly activity appropriate to their field of specialization and to the mission(s) of their particular unit. They are expected to investigate new ideas, to reinterpret established ideas, and to disseminate results of their research and scholarly activity through media appropriate to their discipline. These individuals have potential to establish a research program and obtain independent research grants and contracts as principal investigators. They may also be involved with instructional, service, and administrative roles related to research and may apply for Graduate Faculty status to allow them to serve on graduate committees and direct graduate students and postdoctoral scholars. Research faculty maintain a balance that is different from that of tenure track faculty regarding their workload model and expectations. Unless otherwise set forth in the Faculty Performance Agreement (FPA), research faculty generally spend the large majority of their time engaged in research and scholarly activities. (Faculty Handbook, Section 3.9.)

a. Research Assistant Professor

Research Assistant Professors possess strong potential for creative and productive research/scholarship. In addition, they demonstrate clear potential for obtaining independent research grants or contracts on which they would serve as principal or co-investigator.

b. Research Associate Professor

Research Associate Professors demonstrate consistency and direction in research/scholarship and have achieved a substantial measure of accomplishment or scholarly contributions in the field of specialization. They have established a strong record of research/scholarship accomplishments with broader impact and recognition within and beyond the University. They have demonstrated success in obtaining independent research grants or contracts on which they serve as principal investigator or co-investigator.

c. Research Professor

Research Professors are experienced and senior members of the faculty who have become highly accomplished in their research/scholarship specialty area. Research professors have strong records of contribution to and leadership in research/scholarship specialty areas. Research professors are typically characterized as leaders, mentors, and experts, and these accomplishments merit national or international attention and recognition. Moreover, they have demonstrated success in obtaining independent research grants or contracts on which they serve as principal investigator.

4. Non-Tenure Track Academic Professional

Employee performance is evaluated for non-tenure track academic professionals through annual reviews. Non-tenure track academic professionals will follow the annual review processes and timelines outlined for non-tenure track faculty in the KSU Faculty Handbook Section 3.13.

IV. PROCEDURES

A. Faculty Review Process

Performance evaluation of tenure-track, non-tenure track, and administrative faculty is required at KSU. Evaluations occur regularly in the following ways in accordance with the policies and procedures established in university, college, and department guidelines. The timing of annual reviews is determined by the College Dean and Department Chair. The timing of multiyear reviews is determined by Academic Affairs. Procedural steps for all reviews are described in the Faculty Handbook, Section 3.

1. Annual Review

On an annual basis, a faculty member's performance is planned using the faculty performance agreement (FPA) and evaluated using the annual review document (ARD). The ARD incorporates elements of a faculty member's self-review as well as evaluative feedback from the Chair and Dean. The faculty member's performance is evaluated relative to expectations delineated in the relevant FPA created during the previous annual review. Because performance outcomes can be affected by a variety of factors (e.g., assigned courses and/or modalities, nature of one's research and scholarship), the ARD and the FPA must

be reviewed with explicit awareness of the faculty member's context and the necessity for work-life balance. (Faculty Handbook, Section 3.12.A.)

The focus of the ARD is on faculty performance during the previous year, yet that performance is often situated within a context that extends into previous years. For example, in the teaching category, activities and accomplishments such as teaching a new course, teaching in a new modality, altering course content or pedagogy, improving student learning, or improving course feedback are often better understood in the context of prior years' activities and accomplishments. Similarly, in the SCA category, the advancement of research projects and the progression of scholarship products through phases of preparation and dissemination are often better understood in the context of prior years' activities and accomplishments. Given this, a faculty member may choose to provide information about such contexts in their ARD to assist the Chair in evaluating their performance during the previous year.

In the ARD, the Chair evaluates a faculty member in each of the three performance categories (i.e., teaching, SCA, & PS) using the five-point scale below. The Chair also evaluates, but does not rate, a faculty member's efforts to promote student success in at least one of the three categories and to engage in professional development in at least one of the three categories. The Chair then combines their ratings for each of the three performance categories into an overall rating that weighs the three category ratings by their corresponding workload percentage, rounding to the nearest whole number. However, the overall evaluation can be a maximum of 4 if there is a rating of 1 in any category. (Faculty Handbook, Section 3.12.A.)

Score	Category	Description
5	Exemplary	Faculty member far exceeded the department and/or college expectations in the performance category.
4	Exceeds Expectations	Faculty member exceeded the department and/or college expectations in the performance category.
3	Meets Expectations	Faculty member met the department and/or college expectations in the performance category.
2	Needs Improvement	Faculty member's efforts and performance fell below department and/or college expectations in the performance category and did not meet the department expectations even at a minimal level. Extensive improvements are needed.
1	Does Not Meet Expectations	Faculty member neglected their responsibilities in the performance category.

The details of an individual FPA are worked out in consultation between the Chair and the faculty member and are subject to final approval by the Dean. As an agreement between the faculty member and University, the FPA must describe the faculty member's planned division of effort among the three faculty performance categories, establish clear goals for each category that are aligned with departmental expectations (see Departmental Guidelines, Section III.B.), and identify activities related to promoting student success and engaging in professional development in at least one category. FPAs must indicate the faculty member's workload emphasis as well as reassigned time. A faculty member's FPA may change from year to year, as well as in-between years via a revised FPA as conditions warrant. (Faculty Handbook, Sections 2.2., 3.2., & 3.12.A.)

Tenure-track faculty who will submit a portfolio for promotion and tenure review must notify the Chair of their intent to do so in their FPA and prepare a list of possible external reviewers by the end of the January preceding their August promotion and tenure review.

If a tenured or tenure-track faculty member receives a rating of 1 or 2 in any of the three performance categories during an annual review, then the Chair and faculty member will work together to develop a performance remediation plan (PRP). Development of a PRP should commence immediately and be completed within one month after the annual review is final. A PRP is developmental in nature, assisting the faculty member to improve performance. A PRP must set forth realistic goals that the faculty member can achieve within the timeframe and that will assist the faculty member in meeting expectations in the next annual review. In addition to goals, the PRP must include a realistic timeline, realistic strategies for achieving the goals, relevant resources, realistic methods of measuring progress, and a schedule of meetings between the faculty member and Chair. A PRP must fit within the faculty member's situational context and workload, and a workload adjustment may be a part of a PRP. The PRP must be approved by the Dean. The faculty member will have until the next annual review cycle to accomplish the goals/outcomes of the PRP. During that annual review process, the faculty member will address the PRP from the previous year. If the faculty member's performance in every category is determined by the Chair to be 3 or above, then the PRP is successfully completed. If the PRP was not successfully completed by a tenured faculty member, then they will participate in a corrective post tenure review the following fall. If the PRP was not successfully completed by a tenure-track faculty member, then the institution will determine specific consequences ranging from being put on a Performance Improvement Plan (PIP) to possible separation of employment. (Faculty Handbook, Section 3.12.A.5.)

If a non-tenure track faculty receives a rating of 1 or 2 in any performance category, then it will be addressed in the ARD/FPA. PRPs and PIPs do not apply to non-tenure track faculty.

If a tenured faculty member receives a rating of 1 or 2 in any of the three performance categories on two consecutive annual reviews, then the faculty member will undergo a corrective post-tenure review (CPTR). The faculty member does not have to receive a 1 or 2 in the same area as the previous year to be required to undergo a CPTR. Faculty undergoing a CPTR will follow the same processes as faculty undergoing a regular post-tenure review (PTR). If the outcome of the CPTR is successful, the faculty member will reset the PTR clock. If the outcome of a CPTR does not meet expectations or needs improvement, the same process for an unsuccessful PTR will be followed. (Faculty Handbook, Section 3.12.A.6.)

2. Pre-Tenure Review

A pre-tenure review involves a thorough analysis of a tenure-track faculty member's performance during their third year of appointment. The purpose is to assist the faculty member in determining whether they are making appropriate progress toward tenure and to assess the individual's current readiness for tenure. (Faculty Handbook, Sections 3.5.A. & 3.12.B.1.)

If a tenure-track faculty member receives a rating of not making appropriate progress (i.e., not successful/not satisfactory) in any of the three performance categories during a pre-tenure review, then the Chair and faculty member will work together to develop a performance remediation plan (PRP). Development of a PRP should commence immediately and be completed within one month after the pre-tenure review is final. A PRP is developmental in nature, assisting the faculty member to improve performance. A PRP must set forth realistic goals that the faculty member can achieve within the timeframe and that will assist the faculty member in meeting expectations in the next annual review. In addition to goals, the PRP must include a realistic timeline, realistic strategies for achieving the goals,

relevant resources, realistic methods of measuring progress, and a schedule of meetings between the faculty member and Chair. A PRP must fit within the faculty member's situational context and workload, and a workload adjustment may be a part of a PRP. The PRP must be approved by the Dean. The faculty member will have until the end of the next annual review cycle to accomplish the goals/outcomes of the PRP. During that annual review process, the faculty member will address the PRP from the previous year. (Faculty Handbook, Section 3.12.B.1.)

3. Review for Promotion

A review for promotion involves a thorough analysis of a faculty member's accomplishments and contributions to the University. The fundamental issue underlying the promotion decision is whether, in the judgment of faculty colleagues, the faculty member's experience, accomplishments, and career development have evolved to the point where expectations applicable to the beginning level of the next highest rank are being met. For a positive recommendation in promotion reviews, faculty members need not demonstrate noteworthy achievements in all three categories of faculty performance but must be noteworthy in Teaching and one other performance area, and satisfactory in the third. (Faculty Handbook, Sections 3.2., 3.5.B., 3.7.B., 3.10.A., & 3.12.B.2.)

4. Review for Tenure

A review for tenure involves a retrospective analysis of how well a faculty member has met the needs and expectations of the University during a probationary period. The fundamental issue underlying the tenure decision is whether, in the judgment of faculty colleagues, the faculty member will continue to meet institutional needs and expectations in the future. For a positive recommendation in tenure reviews, faculty members need not demonstrate noteworthy achievements in all three categories of faculty performance but must be noteworthy in two and satisfactory in the third. All teaching faculty are expected to demonstrate noteworthy achievements in teaching and one other category. (Faculty Handbook, Sections 3.2., 3.5.A., & 3.12.B.2.)

5. Post-Tenure Review

Post-tenure review (PTR) is a comprehensive, five-year performance review that occurs after an individual is tenured. For PTR, the primary evidence considered by review committees/administrators is the five most recent ARDs and a current curriculum vitae.

Faculty may submit an expedited PTR if they received ratings of 3 or above in all three performance categories and in the overall performance on ARDs during the five-year period under review. Expedited PTR portfolios must contain all ARDs (along with any rebuttal or response documentation) for the period under review and a brief narrative (3–6 pages recommended). No additional materials will be required for the portfolio to be considered complete. Faculty who received ratings of 1 or 2 in any performance category or in the overall performance on ARDs during the five-year period under review must submit the standard (full) set of portfolio materials, including all materials listed on the Portfolio Document Submission List (see Faculty Handbook, Section 3.12.B.7.). Supporting documentation is also submitted. External letters are not required for PTR. (Faculty Handbook, Section 3.12.B.4.I.)

Each level of review in PTR will provide an overall assessment of whether the faculty member is meeting expectations, using the same five-point scale applied in annual reviews to provide a single rating. A successful PTR results from a faculty member who receives a 3 or higher on the final evaluation of the PTR. (Faculty Handbook, Sections 3.5.C. & 3.12.B.4.)

If a tenured faculty member receives a rating of 1 or 2 on a PTR, then the Chair and faculty member will develop a performance improvement plan (PIP). A PIP is developmental in nature, assisting the faculty member to improve performance. Development of a PIP should commence immediately and be completed within one month after the pre-tenure review is final. A PIP must set forth realistic goals that the faculty member can achieve within the timeframe. The goals must focus on the faculty member demonstrating sufficient progress in performance, not a complete resolution of the deficiencies. In addition to goals, the PIP must include a realistic timeline, strategies for achieving the goals, relevant resources, realistic methods of measuring progress, and a schedule of meetings between the faculty member and Chair. A PIP must fit within the faculty member's situational context and workload, and a workload adjustment may be part of a PIP. The PIP must be approved by the Dean. The faculty member will have until the end of the next annual review cycle to accomplish the goals/outcomes of the PIP. In lieu of the next ARD, the faculty member will submit a summary of their progress on the PIP. The College P&T Committee will assess the faculty member's progress on the PIP. The Chair and Dean will determine whether the faculty member demonstrated substantive progress on the PIP. An unsuccessful PIP results in corrective action, which the faculty member can appeal through due process procedures. (Faculty Handbook, Sections 3.12.B.4.II. & 3.12.B.4.III.)

As described in the Faculty Handbook Section 3.12., if the final rating on the five-point scale in a regularly scheduled PTR is a 4 or 5, then the faculty member will receive a one-time monetary award for each positive PTR. Faculty will then be eligible for the same monetary award in every regular PTR cycle. Faculty who undergo a corrective or voluntary post-tenure review are not eligible for this monetary award.

6. Joint Appointments

Promotion and tenure reviews of a tenure-track faculty with a joint appointment in two or more departments must adhere to the terms of the faculty Memorandum of Understanding (MOU), which delineates the composition of the promotion and tenure committee membership as well as any special consideration for what type of scholarship and creative activity is acceptable. The joint appointment agreement must specify who can provide input into the faculty member's annual review, promotion and/or tenure reviews, and who will write the review(s). Normally, the chair of the academic home department will be responsible for completing annual reviews. (KSU Faculty Handbook, Section 3.5.E.).

7. Review of Administrative Faculty

Expectations and evaluations of the Department Chair are outlined in the Department of Psychological Science Bylaws. For the purpose of promotion, tenure, and post-tenure reviews, administrative faculty, including the Department Chair, follow all department, college, and university guidelines (see KSU Faculty Handbook, Section 3.11.).

8. Responses and Appeals

During each type of performance evaluation, faculty members have the opportunity to submit a response to each level of review. If the faculty member believes that the process of review has been violated, the faculty member may request review under the provisions of the KSU Grievance Policy. (KSU Faculty Handbook, Sections 3.6.A, 3.7.A., 3.8.A., 3.9.A., 3.10.A., 3.12.A.4., 3.12.B.1., 3.12.B.2., 3.12.B.4., & 3.12.B.7.)

B. Portfolio Preparation and Content

All faculty members who are undergoing reviews for pre-tenure, tenure, promotion, or post-tenure must prepare a portfolio for consideration by all involved in the formal review process. Portfolios must be prepared in accordance with university (see KSU Faculty Handbook, Section 3.12.B.), college, and departmental guidelines. Faculty must effectively use the portfolio to make a clear, coherent, and convincing argument for how their performance, including the quality and significance of both specific accomplishments and their overall body of work, should be evaluated within the framework of the relevant guidelines. Faculty are strongly encouraged to consult available portfolio preparation resources.

Portfolios must include the content required by university, college, and departmental guidelines. Beyond this, faculty make their own decisions as to what additional information to include. In general, materials that demonstrate the quality and significance of the faculty member's work as described in the narrative should be included in the portfolio. Candidates may include materials that demonstrate accomplishments from prior institutions and accomplishments from before the start of their last tenure and/or promotion review at KSU. However, the quality and significance of accomplishments during the period under review are the primary focus in making review decisions. If included, the relevance of older materials to the quality and significance of the candidate's current work must be made clear. When candidates use probationary year(s) of credit toward promotion and tenure, inclusion of accomplishments from prior institution(s) is required. All levels of review should consider all materials included in the portfolio in making their recommendation. (KSU Faculty Handbook, Section 3.12.B.)

1. Required Content

Portfolios for pre-tenure, tenure, and promotion reviews in the Department of Psychological Science must include all content listed on the Portfolio Document Submission List (see KSU Faculty Handbook, Section 3.12.B.7.). Portfolios for PTR must include the same content unless the faculty member qualifies for expedited PTR, in which case a portfolio containing all ARDs from the period under review and a brief narrative is considered complete. (Faculty Handbook, Section 3.12.B.4.I.)

When including content required by university and college guidelines, faculty in the Department of Psychological Science must also ensure that:

- all FPAs and ARDs from the period under review show the (electronic) signatures of reviewers
- the vita provides clear and accurate identification of scholarship types [e.g., peer-reviewed vs. non-peer-reviewed (e.g., editor reviewed, publisher reviewed, invited); presentations (e.g., poster, paper, workshop, address, symposium) vs. publications (e.g., journal article, book chapter, book, newsletter, book review, encyclopedia entry, abstract, proceedings); authorship vs. faculty sponsorship; funded grant vs. unfunded grant]
- the vita provides a clear description of any service as a reviewer in a professional capacity (e.g., specific content reviewed, number of reviews completed, years in which one served)
- the narrative, at its outset, provides a clear description of workload during the period under review, including an explanation of any changes in workload over time
- the length and depth of narrative sections devoted to performance categories are consistent with one's workload emphasis

In addition to the content required by university and college guidelines, portfolios for these reviews in the Department of Psychological Science must include:

- a statement of teaching philosophy
- representative syllabi (i.e., most current syllabi from each course taught in the period under review)
- representative course materials (e.g., major assignment instructions, lectures, rubrics)
- all university administered course evaluations, including both quantitative and qualitative data, from all courses taught in the period under review
- a clear, concise, and meaningful statistical analysis of the quantitative evaluations from all courses taught in the period under review
- complete copies of scholarship products, including any noted manuscripts or works in progress
- a clear description of the nature of contribution for any co-authored scholarship product
- a clear and concise summary (e.g., paragraph in narrative, supplemental table) of scholarship products (e.g., counts and authorship by scholarship type) and any indicators of quality and significance (e.g., acceptance rates, times cited, impact indices)

2. External Letters

The inclusion of external letters as part of the promotion and tenure process is required. External letters are not required for PTR. External letters are also not required for non-tenure-track faculty unless research and scholarship expectations are 50% or more of their workload. For faculty eligible for promotion from assistant professor to associate professor and tenure and for faculty eligible for promotion from associate professor to professor and/or tenure, three external letters are required. Procedures for securing and handling external letters are outlined in university guidelines. (KSU Faculty Handbook, Section 3.12.B.2.).

In the Department of Psychological Science, reviewers consider an external letter to be an additional piece of information in the portfolio. Specifically, reviewers are to utilize external letters as one component in their overall evaluation of the quality and significance of a candidate's performance in SCA. Because external letters are ultimately solicited and inserted into the portfolio by the Chair, they are different from letters of support, which the candidate solicits and inserts into the portfolio. Reviewers may take this distinction into account when deciding how to evaluate the content of these letters but cannot ignore or discount letters of support.

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